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ABSTRACT

An inservice program designed to use the resources of the local school district, the area education agency, the regional graduate study center, and the college of education is described. A unique strength of the program is identified as providing opportunities for sharing between preservice and inservice teachers, between teachers and administrators from different school districts, and between national and local educators, primary through college levels, with similar interests and concerns. Both undergraduate and graduate credits can be earned by participation in the program. This report includes a list of participating personnel from each educational area, a sample budget, and a brief evaluation of the program. Recommendations are made for the successful implementation of a similar program. A comprehensive needs assessment by teachers and administrators is considered essential. Full participation on the part of cooperating agencies in every phase of the project is of prime importance. It is desirable to maintain a flexible schedule with a wide variety of topic choices. The option of academic credit is appreciated and seems to result in higher quality work. Appended aare workshop program descriptions and a workshop evaluation scale. (JD)

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ENTRY FOR THE 1979 DISTINGUISHED ACHIEVEMENT AWARD PROGRAM

Submitted by

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Education/Library Science/Psychology Division

Chief Institutional Representative
for
American Association of Colleges for Teacher Education

Marycrest College
Davenport, Iowa

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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October - 1978

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PART I

SUMMARY

Marycrest College has a long history of collaborating with local school districts to provide high quality in-service education. Two years ago the decision was made to combine a number of these discrete efforts into an intensive 3-week program--designated a "QUEST FOR QUALITY"--which would be open to upper division teacher preparation students, classroom teachers and administrators of the Quad-Cities (Davenport and Bettendorf, Iowa; Rock Island and Moline, Illinois); those employed within the Iowa Mississippi Bend Area Education Agency, a geographic area comprising twenty-four school districts; and other interested educators.

Sponsored in June, 1977, by the Davenport Community School District, the Mississippi Bend AEA, the Quad-Cities Graduate Study Center, and Marycrest College at Wood Junior High School in Davenport, the program evolved over a nine-month period from a needs assessment and informal conversation with local educators. Presenters were then engaged from across the United States as well as from the local area to meet identified needs.

Viewed as an experimental effort its first year, QUEST FOR QUALITY I was considered so successful by its 256 participants that plans were immediately begun for QUEST FOR QUALITY II to be held during June, 1978. This time it was compressed into a 2-week time period, but expanded offerings gave heavier emphasis to special education, gifted and talented, human relations, multicultural education, outdoor education, and competency-based instruction as well as strands on the basic skills. A registration fee for each week's participation, contributed services by the sponsoring agencies in the planning and coordinating efforts, and staff development monies from both the Davenport School District and the Mississippi Bend AEA covered expenses. Barrier credit for teachers completing school

district requirements or graduate/undergraduate credit for those fulfilling the carefully monitored requirements designated by Marycrest were attractive features of the QUEST FOR QUALITY PROGRAMS both years.

The opportunities for sharing between pre-service and in-service teachers, between teachers and administrators from different school districts, and between national and local educators from primary through college levels with similar interests and concerns were considered the unique strengths of the programs. The QUEST FOR QUALITY PROGRAM is now viewed as an integral part of Marycrest's in-service endeavors.

CASE STUDY

Description and Development of the Program.

In October of 1976, Mr. Darrell Lietz, Assistant Director of Curriculum, Davenport Community School District, Dr. Richard Hanzelka, Language Arts and Staff Development Consultant for the Mississippi Bend AEA, and Dr. Michelle Schiffgens, Chairperson of the Education/Library Science/Psychology Division, Marycrest College, met informally between sessions at a local Language Arts workshop, at which they were all presenters, to discuss possibilities and procedures for closer collaboration in providing in-service education opportunities for teachers in the area. This informal discussion was followed by a more formal meeting at Marycrest College on October 9, 1976, to which Mr. Robert Pierce, Assistant Director of the Quad-Cities Graduate Study Center, and two Marycrest administrators, Dr. Harry Kelly, Coordinator of Graduate Studies, and Dr. Robert Schwieso, Vice President for Academic Affairs, were also invited. These six persons ultimately agreed to become the Planning Committee. At subsequent meetings over the next seven months, a 3-week, multi-strand, pre-service/in-service education experience designated "QUEST FOR QUALITY" began to evolve. A needs assessment as well as informal conversations and formal meetings with selected school administrators and staff were the key factors determining the type and number of presenters and the format of the program--three 1-week modules each containing coordinated strands. Options for barrier or academic credit were formulated and approved by the Planning Committee, the appropriate school districts, and in the case of academic credit, by the Chairperson of the Education/Library Science/Psychology Division and the Graduate Coordinator at Marycrest. Preparation of program copy was delegated to Mr. Lietz; the Quad-Cities Graduate Study Center under the direction of Mr. Pierce arranged for program printing and handling of registration. Dr. Hanzelka, Dr. Kelly, and Mr. Lietz handled program distribution in early May, and Dr. Schiffgens served as on-site coordinator. Two high school students were hired to care for coffee breaks and sell supplies for make-and-take sessions. The Davenport School District donated the use of Wood Junior High School for the entire 3-week period, June 6-24, 1977.

Number of Participants	Weeks
132	June 6-10, 1977
83	June 13-17, 1977
41	June 20-24, 1977
TOTAL: 256	

The following guidelines for academic credit from Marycrest College were adopted:

Eligibility:

1. Undergraduate credit - restricted to second semester juniors and seniors (at least 74 semester hours completed)
2. Graduate credit - B.A. or B.S. degree completed

Amount of Credit:

Academic credit is available under EDUC 390 or 840 - INDEPENDENT STUDY. Students may earn up to a maximum of two semester hours of graduate or undergraduate credit during each week of the QUEST FOR QUALITY WORKSHOP. The amount of credit involves differing responsibilities and must generally conform to the following:

1. One Semester Hour. The student may earn a maximum of one semester hour per week for attending a minimum of 18 clock hours of presentation by workshop faculty, taking extensive notes at each session, formalizing these notes into usable form for later classroom use, and writing a brief but cogent critique of the ideas presented.

2. Additional Academic Credit. Students registering for an additional semester hour in a given week will be expected to complete the requirements for one semester hour outlined above and an approved project or research paper related to one of the workshop strands. Individual student projects or research topics must be approved in advance by one of the workshop advisers.

Procedure:

1. Students desiring academic credit must register at a special session on the first afternoon of each week of the workshop.

2. On the first day of each week of the workshop, advisers will be available all day to meet with students who have registered for academic credit. Broad guidelines for the learning contract will be established on this occasion. (Students will be expected to have selected the workshop

theme they are following and to complete a tentative independent study plan in consultation with an adviser. Before the conclusion of the first week, students registered for more than one semester hour of credit will be expected to finalize a detailed independent study plan involving either a project or a research paper.

3. Due Dates. All independent study projects are due one month from the last day of the workshop week attended.

For both QUEST FOR QUALITY I and II, Dr. Richard Hanzelka, Mr. Darrell Lietz, and Dr. Michelle Schiffgens served during the workshops as the advisers for students desiring academic credit and were hired by Marycrest College to evaluate participants' projects or research papers during July.

QUEST FOR QUALITY II.

Evaluations from participants in QUEST FOR QUALITY I had been so positive that early in October, 1977, the Planning Committee met to begin organizing QUEST FOR QUALITY II. Since enrollments had declined significantly by the third week of QUEST FOR QUALITY I--due to the intensity of sessions and the long hours--, the decision was made to have a two rather than a three week program. Input from participants of QUEST FOR QUALITY I as well as several meetings with key personnel from surrounding school districts led to a heavy program emphasis on language arts skills, especially writing and reading, and the inclusion of strands on multicultural education, outdoor education, gifted and talented, special education, competency-based instruction, human relations, and mathematics. Again, as a result of input from participants, QUEST FOR QUALITY II presenters were very specifically requested to include "hands on" experiences as part of their sessions. They were also informed that preregistration would be required of all participants by May 5, 1978, at which time sessions with insufficient enrollments would be cancelled. In cases of cancellation, presenters would be notified immediately and the preregistered participants prior to May 19, 1978, with the options of a complete refund or transfer of registration to another session. Planning meetings were held on October 27, November 22, and December 16, 1977; January 12, February 24,

May 10, and May 18, 1978, with the May 10th meeting devoted to an analysis of preregistration data and the cancellation of sessions with low enrollments. For QUEST FOR QUALITY II, Dr. Hanzelka served as program coordinator and prepared the program copy; Mr. Pierce again assumed responsibility for printing and registration; Dr. Hanzelka, Dr. Kelly, Mr. Lietz, Mr. Pierce, and Dr. Schiffgens all assisted with program publicity and distribution. Two local teachers were hired to serve as on-site coordinators.

Number of Participants	Weeks
176	June 5-9, 1978
110	June 12-16, 1978
TOTAL: 286	

Arrangements for academic credit were the same as for QUEST FOR QUALITY I.

Objectives and Goals.

QUEST FOR QUALITY I and II had a single goal: to tap and share the resources and expertise of local school districts, the area education agency, and Marycrest College, and the delivery system and support of the Quad-Cities Graduate Study Center in providing high quality in-service education for teachers and administrators within reasonable geographic proximity according to identified needs.

Objectives were:

1. To identify through a needs assessment and through less formal means the specific in-service learning experiences needed and desired by area educators.

2. To identify the resource people locally, regionally, and nationally, capable of delivering high quality educational experiences to meet those needs.

3. To design a program schedule and format and to select a site that would create an optimum learning environment.

4. To handle arrangements and select the number of presenters in such a way that the program would be essentially self-supporting.

5. To assess the results of QUEST FOR QUALITY by such means that both strengths and weaknesses could be identified and analyzed.

6. To promote closer communication and sharing between all segments and levels of the education community through involvement in all phases of QUEST FOR QUALITY--planning, suggestions for presenters, participation, and evaluation.

In the judgment of the Planning Committee, the achievement of these objectives would thereby enhance staff development and increase teacher effectiveness at all levels in the geographic area served by QUEST FOR QUALITY. Likewise, there would be an enrichment and thereby strengthening of the Teacher Education Program at Marycrest through the selection of the highest quality talent nationally, regionally, and locally to participate in this consortium "quest for quality" effort. An added benefit would be the opportunity for personnel from individual school districts to "sample the talent" for the purpose of identifying possible presenters for their own district programs.

Personnel Involved.

QUEST FOR QUALITY I

Internal: (Marycrest College)

Dr. Michelle Schiffgens, Chairperson, Education/Library Science/ Psychology Division
Dr. Harry Kelly, Coordinator of Graduate Studies
Dr. Robert Schwieso, Vice President for Academic Affairs
Dr. Ramona Kaalberg, Psychology - presenter
Dr. Rita Culross, Psychology - selected as presenter but session did not materialize

External:

1. Members of the Planning Committee

Dr. Richard Hanzelka, Language Arts and Staff Development Coordinator, Mississippi Bend AEA
Mr. Darrell Lietz, Assistant Director of Curriculum, Davenport Community School District

Mr. Robert Pierce, Assistant Director, Quad-Cities Graduate Study Center

2. Presenters

Area Education Agencies

Larry Leutzinger, Mathematics Consultant, Area 7, Cedar Falls, Iowa
Jan McCumsey, Consultant, Gifted and Talented, Area 7, Cedar Falls, Iowa
Don Meyerhoff, Mathematics Consultant, Area 9, Davenport Iowa

Classroom Teachers

Carol Anderson, Carol Haugland, North Scott Community Schools, Eldridge, Iowa
Judy Calcari, Marge Hunn, Davenport Community School District
Jeanne Haack, Pleasant Valley School District, Pleasant Valley, Iowa
David Kahl, Fargo School District, Fargo, North Dakota
Stephanie Langston, Orion School District, Orion, Illinois
Joyce Lindner, Tualatin School District, Tualatin, Oregon
Margaret Meyer, Davenport Community School District
Nancy O'Neil, Muscatine School District, Muscatine, Iowa
Dorothy Platt, Muscatine School District, Muscatine, Iowa
Bess Wellner, Davenport Community School District

Higher Education

Dr. Joan Duea, University of Northern Iowa, Cedar Falls, Iowa
Dr. Ramona Kaalberg, Marycrest College
Dr. Bradley Loomer, University of Iowa, Iowa City, Iowa
Dr. Michael Martin, University of Northern Colorado, Greeley, Colorado
Beverly Milam, Staff Consultant, Gifted and Talented, Governor's State University, Park Forest, Illinois
Dr. Alex Molnar, University of Wisconsin, Madison, Wisconsin
Dr. William Nibbelink, University of Iowa, Iowa City, Iowa
Dr. Kerry Quorn, University of Victoria, British Columbia
Dr. Richard Shepardson, University of Iowa, Iowa City, Iowa
Joe Wayman, Staff Consultant, Gifted and Talented, Governor's State University, Park Forest, Illinois

School Administrators

Shirley Knoll, Coordinator of Reading, Davenport Community School District
Dean Mohr, Coordinator of Mathematics, Davenport Community School District
Victor Ross, Assistant Superintendent for Instruction, Bettendorf Community School District, Bettendorf, Iowa

Others

Norma Biondo, Speech and Child Therapist, Scott Community Mental Health Agency, Davenport, Iowa
Bill Halloran, LEARNING INSTITUTE, Learning Magazine
Carole Helstrom, LEARNING INSTITUTE, Learning Magazine
Ella Jenkins, Internationally known recording and TV personality
Joyce Juntune, PROJECT REACH, Pike Lake School, New Brighton, Minnesota

QUEST FOR QUALITY II

The Planning Committee members were the same as for QUEST FOR QUALITY I.

Area Education Agencies

Christine Cutts, Reading Consultant, Area 16, Fort Madison, Iowa
Sue Gennari, Blackhawk Special Education Agency, East Moline, Illinois
Larry Leutzinger, Mathematics Consultant, Area 7, Cedar Falls, Iowa
Don Meyerhoff, Mathematics Consultant, Area 9, Davenport Iowa
Chuck Wester, Outdoor Education Consultant, Area 9, Davenport, Iowa

Classroom Teachers

David Boynton, Arts in Education, Bettendorf Community School District, Bettendorf, Iowa
Carol Anderson and Carol Haugland, North Scott Community School District, Eldridge, Iowa
Judy Calcari and Marge Hunn, Davenport Community School District
John Kessler and Margaret Kessler, Davenport Community School District
Chuck Kitchell, Davenport Community School District
Stephanie Langston and Kathleen Coyne, Orion School District, Orion, Illinois

Classroom Teachers (cont.)

Nancy O'Neil, Muscatine School District, Muscatine, Iowa
Dorothy Platt and Darlene Beatty, Muscatine School District, Muscatine, Iowa

Higher Education

Dr. Anthony Gregorc, University of Connecticut, Storrs, Connecticut
Dr. Michael Martin, University of Northern Colorado, Greeley, Colorado
Beverly Milam, Consultant, Gifted and Talented, Governor's State University, Park Forest, Illinois
Roger Taylor, Consultant, Gifted and Talented, Governor's State University, Park Forest, Illinois

Others

Bruce Bufe, Special Reading Teacher, Davenport Community School District
Doug Flynn and Anne Darebshori, Consultants, Houghton Mifflin Company, Geneva, Illinois
Sandra Kaplan, Consultant, LEADERSHIP TRAINING INSTITUTE, Los Angeles, California
Janet Molinarolo, Director of Gifted Education, Harrisburg Community Unit # 3, Harrisburg, Illinois
Shirley Perkins, Consultant, Gifted Education, Iowa State Department of Public Instruction, Des Moines, Iowa
Chris Pipho, Associate Director of Research and Editor of Legislative Review, Education Commission of the States, Denver, Colorado
James Sabol, Chairman, Secondary Section, NCTE; English Consultant, Bellevue Public School, Kirkland, Washington
Don Shaw, Consultant, Affective Education, Lakewood, Colorado

Budget.

A registration fee of $30.00 per week was charged for QUEST FOR QUALITY I to defray expenses for presenters with the remainder of the support provided from the cooperating agencies. The $479.74 debit at the end of the summer experience--associated with printing costs--was assumed by the Quad-Cities Graduate Study Center.

To encourage early registration, the fee for QUEST FOR QUALITY II was set for $40.00 per week if handled by May 5th and $50.00 per week for those registering at the opening session. As can be seen from the budget report which follows, a balance of $893.68 was reported after all expenses from QUEST FOR QUALITY II had been paid. This amount will serve as a "cushion" for QUEST FOR QUALITY III.

For both QUEST FOR QUALITY I and II, the project evaluators were paid ten dollars per student per credit hour by Marycrest College from the tuition monies of those participants electing the option for graduate or undergraduate credit.

QUEST FOR QUALITY I

Income:		Week 1	$3900.00
		Week 2	2490.00
		Week 3	1110.00
		Exhibitors	510.00
			$8010.00
Expense:	Presenters:	Week 1	$2415.37
		Week 2	4393.44
		Week 3	530.33
	Printing & Misc.		708.60
	Student Assistants		442.00
			$8489.74

*Debit: $479.74

*This amount was assumed by the Quad-Cities Graduate Study Center.

QUEST FOR QUALITY II

Income:		Week 1	$7035.00
		Week 2	4205.00
	Davenport Grant from MBAEA		2000.00
			$13240.00
Expense:	Presenters:	Week 1	$5433.53
		Week 2	4196.21
	Printing - QCGC/MBAEA		1143.88
	On-site Coordinators		390.00
	Student Assistants		380.00
	Printing and Supplies (Davenport School District)		185.70
	Additional Presenters		617.00
			$12346.32

*Balance remaining: September 12, 1978 - $893.68

Contributions to the Improvement of Teacher Education.

Even the casual observer would have found that the opportunities for informal and formal sharing between pre-service and in-service teachers, between national and local educators from primary through college levels with similar interests and concerns had created an exciting and dynamic catalyst for participants' professional and personal growth. The needs assessment preceding QUEST FOR QUALITY I and II had identified where interest and concern lay; the presenters had been chosen accordingly; the program schedule allowed for a great deal of flexibility and choice; Wood Junior High School with its comfortable air-conditioned rooms, movable walls, work and conversation areas, and more-than-adequate parking areas,

was also within easy driving distance of "lunch" facilities; the registration fees along with the contributed services of the Planning Committee adequately covered the expenses of the program; the results from the evaluation instrument documented the outstanding success of the QUEST FOR QUALITY programs--that the Planning Committee had, indeed, secured presenters who had provided high quality educational experiences--yet pointed out some operational procedures which could be improved. Comments such as "great incentive to creative teaching," "inspirational, vibrant instructors," "convenient to have materials for sale on-site," "excellent organization," "liked the extended time period in which to complete projects," "the availability of advisers was great," "a wide variety of subject areas--yet the possibility of concentration on one area," were over and over again heard verbally and later were stated in writing. Thus the Planning Committee concluded that the goal and objectives of the QUEST FOR QUALITY experiences had been imaginatively and successfully met and that, as a result of the productive consortium effort, teacher education in this geographic area had been strengthened and enhanced.

Evaluation.

Participants' evaluation of QUEST FOR QUALITY I was handled less formally than for QUEST FOR QUALITY II--through a mimeographed sheet in which strengths and weaknesses were listed and suggestions for future presenters were solicited. Although these evaluations were considered carefully by the Planning Committee with many of the suggestions and recommendations implemented in QUEST FOR QUALITY II, they were never compiled into a formal report. For QUEST FOR QUALITY II, however, it was decided to use a more formal instrument (See Appendix II) which involved ranking items on a scale of 1 to 7 (1 = poor; 7 = excellent) and completing two other sections, one dealing with the program's stronger and weaker features, the other providing for the separate evaluation of each presenter. Each participant was requested to complete one of these instruments at the end of each week. The tabulations for each week of QUEST FOR QUALITY II follow.

QUEST FOR QUALITY II EVALUATION

Week 1, June 6-9, 1978

*Ranking Scale: Excellent 7 6 5 4 3 2 1 Poor
Number of Respondents in Parenthesis

1. The organization of the workshop was:
   7-(61) 6-(52) 5-(17) 4-(3) 3-(0) 2-(0) 1-(0)

2. The objectives of the workshop were:
   7-(68) 6-(45) 5-(14) 4-(5) 3-(0) 2-(0) 1-(0)

3. The work of the consultant(s) was:
   7-(79) 6-(44) 5-(7) 4-(3) 3-(0) 2-(0) 1-(0)

4. The ideas and activities presented were:
   7-(79) 6-(41) 5-(12) 4-(1) 3-(0) 2-(0) 1-(0)

5. The scope (coverage) was:
   7-(65) 6-(41) 5-(20) 4-(7) 3-(0) 2-(0) 1-(0)

6. My attendance at this workshop should prove:
   7-(78) 6-(46) 5-(7) 4-(2) 3-(0) 2-(0) 1-(0)

7. Overall, I consider this workshop:
   7-(79) 6-(46) 5-(6) 4-(2) 3-(0) 2-(0) 1-(0)

8. Do you feel a need for additional information about the topic?
   Yes-(58) No-(74)

QUEST FOR QUALITY II EVALUATION

Week 2, June 12-16, 1978

*Ranking Scale: Excellent 7 6 5 4 3 2 1 Poor
Number of Respondents in Parenthesis

1. The organization of the workshop was:
   7-(49) 6-(24) 5-(13) 4-(2) 3-(1) 2-(1) 1-(0)

2. The objectives of the workshop were:
   7-(49) 6-(24) 5-(9) 4-(5) 3-(1) 2-(1) 1-(0)

3. The work of the consultant(s) was:
   7-(54) 6-(20) 5-(9) 4-(3) 3-(0) 2-(1) 1-(0)

4. The ideas and activities presented were:
   7-(56) 6-(19) 5-(11) 4-(2) 3-(0) 2-(0) 1-(1)

5. The scope (coverage) was:
   7-(50) 6-(20) 5-(11) 4-(5) 3-(2) 2-(1) 1-(0)

6. My attendance at this workshop should prove:
   7-(60) 6-(16) 5-(8) 4-(4) 3-(2) 2-(0) 1-(0)

7. Overall, I consider this workshop:
   7-(43) 6-(24) 5-(9) 4-(3) 3-(1) 2-(0) 1-(0)

8. Do you feel a need for additional information about the topic?
   Yes - (33) No - (45)

For institutions planning a program similar to QUEST FOR QUALITY, the following recommendations are offered:

1. A comprehensive needs assessment is essential. Teachers and administrators alike should assist in the identification of needs and in the selection of presenters. This procedure develops a feeling of "ownership" regarding the program and excitement over its possibilities.

2. Full participation on the part of cooperating agencies in every phase of the project--from the initial planning to the implementation and evaluative follow-up--is also essential. Domination by one segment of the consortium in any one phase could be catastrophic.

3. A flexible schedule with a wide variety of topic choices is desirable. Yet each topic included in the program should be analyzed carefully to determine how much time is needed to insure adequate and meaningful coverage.

4. The option of academic credit is very attractive. It was obvious, too, from our experience that allowing a time period of three or four weeks after the completion of the sessions for meeting the requirements for academic credit is greatly appreciated and seems to result in higher quality work.

APPENDIX I

COPY OF THE PROGRAM

APPENDIX II

EVALUATION INSTRUMENT

A Quest For Quality

Wallace Wood Jr. High School

June 6-9, 12-16, 1978

Sponsored By:

DAVENPORT COMMUNITY SCHOOL DISTRICT
MISSISSIPPI BEND AREA EDUCATION AGENCY
QUAD-CITIES GRADUATE CENTER
MARYCREST COLLEGE

GENERAL INFORMATION

1. All sessions will be held at Wood Junior High School, 626 West 53rd Street, Davenport, Iowa. Wood Junior High is air-conditioned.

2. The registration form is on the final page of the brochure. Completed registration forms with the workshop fee are to be returned as follows: Davenport School District teachers to Darrell Lietz; AEA except Davenport to Dick Hanzelka, Mississippi Bend Area Education Agency; Illinois teachers to Bob Pierce, Quad-Cities Graduate Center. Additional registration forms can be obtained in the same manner.

3. THE WORKSHOP FEE IS $40.00 PER WEEK IF RECEIVED BY MAY 5, 1978, $50.00 PER WEEK THEREAFTER. ALL CHECKS SHOULD BE MADE PAYABLE TO THE QUAD-CITIES GRADUATE CENTER. DO NOT SEND CHECKS FOR MARYCREST GRADUATE OR UNDERGRADUATE CREDIT WITH WORKSHOP REGISTRATION.

4. Preregistration and payment of $40.00 workshop fee per week are required of all participants by May 5, 1978. Individual sessions may be cancelled due to insufficient enrollment. If sessions are cancelled, preregistered participants will be informed prior to May 19, 1978, and will be eligible for a complete refund or transfer of registration to another session without penalty.

5. Participants who wish to attend part of a week must pay the full workshop fee of $40.00. ($50.00 after May 5). **There are no daily rates.**

6. All Marycrest graduate or undergraduate registration will be at Wood Junior High from 3:00 to 4:30 p.m. on Tuesday, June 6, for Week I, and Monday, June 12, for Week II.

7. Teachers in the Davenport Community Schools can earn one hour of horizontal credit per week plus one additional hour for the completion of an approved project.

8. Since make-and-take and activities will be an integral part of all sessions, each participant is to bring the following supplies: magic markers or crayons, glue or paste, ruler, compass and scissors.

9. Other supplies will be available for sale at cost at the workshop.

10. Refreshments will be available at a nominal fee on a daily basis.

11. Unscheduled time can be used for make-and-take or project work in the cafeteria.

WORKSHOP PROGRAM DESCRIPTIONS

WEEK I
JUNE 6-9

1A – TEACHING KIDS TO WRITE RIGHT (K-12) – James Sabol, Chair, Secondary Section, NCTE; English Consultant, Bellevue Public School, Kirkland, Washington. This course is back to the basics – way back! – teaching your students to write and like it; smart kids, normal kids, special ed kids; preschool to adult. The "secret" is in the return to the 2,000 year tradition of teaching the composing process as opposed to the curious material in modern textbooks. We examine a sequence of skills for whatever grade you teach, detailed with many student samples showing exactly how and what, from invention to finished paper.

1B – REMEDIATION OF ITBS DEFICIENCIES IN MATH (K-6) – Don Meyerhoff, Math Consultant, Mississippi Bend Area Education Agency, Bettendorf, Iowa. This workshop will focus on activities that can be used to aid ITBS deficiencies: geometry – paperfolding – tanograms – geoboards – pentominoes.

1C – PROJECT LEARNING TREE (June 6, K-6; June 7, 7-12) – Chuck Philp, Science Education Consultant, Mississippi Bend Area Education Agency, Bettendorf, Iowa. Project Learning Tree is an interdisciplinary program of environmental studies which is intended to supplement existing curricula. The materials are based on the premise that environmental education is an important tool for helping reform society's values. This is accomplished by emphasizing student interaction with the natural and social environment. Participants will have the opportunity to experience activities of this nature and to heighten their awareness of the natural environment through creative experience.

1D – LEARNING CENTERS AND THE GIFTED STUDENT (K-12) – Bev Milam, Consultant for Gifted and Talented Education, Governor's State University, Park Forest, Illinois. The focus of this session will be on learning centers that develop higher level thinking skills. "Make-and-take" opportunities will be provided.

1E – STRATEGIES FOR HELPING STUDENTS READ IN CONTENT AREAS (7-12) – Dan Manning, Reading Teacher, Bettendorf, Iowa. A variety of techniques will be presented to provide content area teachers with skills to help their students cope with the reading demands of their textbooks.

1F – COMPETENCY-BASED INSTRUCTION [NATIONAL PERSPECTIVE] K-12 – Chris Pipho, Associate Director of Research and Editor of **Legislative Review**, Education Commission of the States, Denver, Colorado. A review of minimal competency testing programs. The session will cover state legislative and Board of Education mandates that prescribe minimal competency testing standards for grade promotion and high school graduation.

1G– STRATEGIES FOR IMPROVING READING COMPREHENSION (1-6) – Chris Cutts, Consultant, Area Education Agency 16, Fort Madison, Iowa. This session will focus on strategies which teachers can use to improve the reading comprehension of their students. "Make-and-take" opportunities will be provided to develop materials for students.

1H – READING IN SOCIAL STUDIES (4-12) – Jerry VanPelt, Education Consultant, Mississippi Bend Area Education Agency, Bettendorf, Iowa. This session will focus on techniques for helping students improve their reading abilities and comprehension in the area of social studies.

1I – THREE TEACHING STYLES (K-12) — Vic Ross, Assistant Superintendent, Bettendorf Community Schools, Bettendorf, Iowa. A look at evaluation of classroom teaching. Administrators and teachers at all levels will profit from this media presentation and discussion.

1J – CREATIVE TEACHING STRATEGIES (K-12) — Roger Taylor, Consultant for Gifted and Talented Education, Governor's State University, Park Forest, Illinois. Specific classroom strategies with an emphasis on increasing creative potential.

1K – ALTERNATIVE SCHOOLS (K-12) — Chuck Greenwood, Assistant Professor of Education, Drake University, Des Moines, Iowa. This presentation will include (1) an introduction to alternatives — theory and practice — including a look at models existing in Iowa; (2) an overview of steps to establishing alternatives (gaining commitments, funding, administrative models, instructional models); (3) simulation in decision-making for local implementation; (4) local needs assessment; (5) self-assessment for roles in alternatives; (6) student selection, profiles, etc.

1L – HELPING CHILDREN WRITE (K-8) — Jacque Wuertenberg, Consultant, Educational Consulting Associates, Oxford, Michigan. Specific strategies teachers can use to personalize the curriculum through writing experiences by using: (1) actual writing models for youngsters to "latch on" to an idea and see themselves as active language users and producers; (2) children's writing samples (collected from across the country — five duffle bags full); (3) idea books as a catalyst for writing; (4) pattern books as the basis for instant writing. These strategies are designed to help youngsters view themselves as successful writers, progress to extended and expanded language; and learn specific skills for paragraph construction and story development.

1M – ENERGY CONSERVATION ACTIVITIES (K-6) — Chuck Philp, Science Education Consultant, Mississippi Bend Area Education Agency, Bettendorf, Iowa. Materials and activities which examine our present energy situation with reason and logic will be presented. By integrating these materials into the total curriculum, K-6 students are helped to become aware of the alternatives and consequences in regard to energy. A conservation ethic is stressed. Participants will construct games, activity centers and posters for classroom use.

1N – UNDERSTANDING TEACHER-STUDENT RELATIONSHIPS: TEACHER EFFECTIVENESS PRINCIPLES (K-12) — Jerry VanPelt, Education Consultant, Mississippi Bend Area Education Agency, Bettendorf, Iowa. This program will focus on techniques of Transactional Analysis, teacher effectiveness training, and human relations training as they relate to teacher-student relationships, classroom control and environment.

1O – HIGH SCHOOL COMPOSITION (7-12) — Bill Brunkan, Teacher, Bettendorf High School, Bettendorf, Iowa. A discussion of high school composition topics including: a review of the current research; the indispensable writing machine; what a writing teacher should be doing in the evenings; 50 ideas for writing assignments; writing essentials; syntactic sentence combinations and essay evaluation.

1P – EXPERIENCES IN THE NATURAL SETTING (K-6) — Judy Calcari and Marge Hunn, Teachers, Wilson Elementary School, Davenport, Iowa. This course will provide outdoor education activities that will harmonize with the classroom subject areas. One day will be spent utilizing the school site. The remaining two days will be spent in and around Scott County Park.

1Q – HIGH SCHOOL COMPOSITION (9-12) — Al Airola, Teacher, Muscatine High School, Muscatine, Iowa. A discussion-presentation of various strategies and techniques for teaching composition at various levels within the high school; average seniors who are college-bound and students who wish to write creatively.

1R

1S – COMPETENCY TEST AS A GRADUATION REQUIREMENT (10-12) — Roger Herring, Dean of Boys, West Side High School, Omaha, Nebraska. This session will focus on demonstration, lecture, and questions and answers regarding competency tests as a graduation requirement.

1T – THE HOUGHTON-MIFFLIN READING PROGRAMS (K-6) — Doug Flynn and Anne Darebshori Consultants, Houghton Mifflin Company, Geneva, Illinois. A discussion of Houghton Mifflin's Reading Programs including the following topics: skill development; placement; changes 1971 to 1976; management, materials and teaching units.

1U – HOW LEARNING STYLES AFFECT PERSONAL GROWTH (K-12) — Anthony Gregorc. The session is designed to aid participants to understand how personal learning styles facilitate and hinder success in self-concept development, classroom activities, and on-the-job responsibilities. Inferences drawn from phenomenological research will be applied to such topics as style flex, psychoslerosis, alienation, reduction in quality, the Peter Principle, vodoo death, and other facets of mental health of students and educators.

1V – FACTORS INFLUENCING THE SCIENCE PROGRAM (K-12) — Jack Gerlovich, Iowa State Science Consultant, Department of Public Instruction, Des Moines, Iowa. Examination/discussion of factors influencing the Science Curriculum through the mid-1980's, including: cyclic return to a conservative society; declining enrollment — reorganization; competency, accountability, evaluation; trends in federal government/publisher science texts, programs; cabinet level Federal Department of Education; safety in the classroom/laboratory; energy and the science classroom (EPC program); state science guidelines proposal.

1W – COPYCAT BOUTIQUE – A CENTERS WORKSHOP (K-4) — Dorothy Platt and Darlene Beatty, Teachers, McKinley Elementary School, Muscatine, Iowa. The presentation will include helpful hints for working with centers, mini-brainstorming groups, playing classroom games, viewing slides of teaching bulletin boards, and lots and lots of time to copy any of the things you like.

1X – ELEMENTARY PHYSICAL EDUCATION AND OUTDOOR EDUCATION (K-6) — Chuck Kitchell, Teacher, Buchanan Elementary School, Davenport, Iowa. Topics to be covered include: construction of equipment; fitness activities, games of low organization; rhythmic activities; movement exploration; net games, stunts, tumbling and pyramids; combatives; rope jumping, climbing and swinging; track and field; object handling; perceptual motor activities; and teaching styles. Colored slides of six outdoor education-wilderness camping sessions of Buchanan Elementary School children. Sources for outdoor education materials and classroom activities.

1Y – INDIVIDUALIZING IN INTERMEDIATE GRADES (3-5) — Stephanie Langston and Kathleen Coyne, Teachers, Orion Community School District, Orion, Illinois. An introduction to the session will briefly describe the programs the presenters have used for different subjects taught. A question and answer period will follow with the remainder of the time for copying ideas (sharing new ideas, making games the presenters display, copying the presenters' record keeping and grading ideas).

1Z – CREATIVE DRAMATICS/CHORAL SPEAKING (K-6) — Nancy O'Neill, Teacher, McKinley Elementary School, Muscatine, Iowa. This session will explain what creative dramatics is, and how to successfully use it in the classroom. Participants will then "create" the given situations. This will be followed by explaining what choral speaking is and what it does for children. "Taped" examples will be heard. Participants will learn a short poem.

1AA MULTI-CULTURAL CURRICULUM (K-12) — James Boyer, Professor and Director, Multi-Cultural Curriculum Institute, Kansas State University, Manhattan, Kansas. This session will explore the rationale, components, and dynamics of Multi-Cultural Curriculum for elementary and secondary schools (and the school at large). Utilizing films and other mediated data, participants will have an opportunity to demonstrate creativity in employing the multi-cultural approach to their teaching.

1BB – MOTIVATING BASIC MATH FACTS: ADDITION & SUBTRACTION (K-6) — Larry Leutzinger, Math Consultant, Area Education Agency 7, Cedar Falls, Iowa. This session will explore and develop strategies for teaching addition and subtraction facts using materials which present students with correlation models. Make-and-take opportunities will be included.

1CC MOTIVATING BASIC MATH FACTS: MULTIPLICATION AND DIVISION (K-6) — Larry Leutzinger, Math Consultant, Area Education Agency 7, Cedar Falls, Iowa. This session will explore and develop strategies for teaching multiplication and division facts using materials which present students with correlation models. Make-and-take opportunities will be included.

1DD CARDBOARD CARPENTRY (K-12) — Larry Leutzinger, Math Consultant, Area Education Agency 7, Cedar Falls, Iowa. Using tri-wall cardboard, participants will have the opportunity to construct furniture, games and other materials for use in the classroom.

QUEST FOR QUALITY

WEEK I

TUESDAY, JUNE 6, 1978

CODE	TIME	TOPIC	PRESENTER	ROOM
	8:00-8:45	ORIENTATION		Cafeteria
1A	9:00-4:00 (Day 1 of 2 days)	Teaching Kids to Write Right	Sabol	424-26
1B	9:00-4:00	Remediation of ITBS Deficiencies in Math — Geometrics, Tanagrams, Geoboards & Pentominoes	Meyerhoff	410
1C	1:00-4:00 (Day 1 of 2 days)	Project Learning Tree	Philp	404
1D	9:00-4:00 (Day 1 of 2 days)	Learning Centers and the Gifted Student	Milam	IMC
1E	9:00-4:00 (Day 1 of 2 days)	Strategies for Helping Students Read in Content Areas	Manning	332
1F	9:00-4:00	Competency-Based Instruction	Pipho	416-18
1H	1:00-4:00	Reading in Social Studies	VanPelt	328
1I	9:00-4:00	Three Teaching Styles	Ross	402
1J	9:00-4:00 (Day 1 of 2 days)	Creative Teaching Strategies	Taylor	324-26
1K	9:00-4:00	Alternative Schools	Greenwood	412

WEDNESDAY, JUNE 7, 1978

1A	9:00-4:00 (Day 2 of 2 days)	Teaching Kids to Write Right	Sabol	424-26
1C	1:00-4:00 (Day 2 of 2 days)	Project Learning Tree	Philp	404
1D	9:00-4:00 (Day 2 of 2 days)	Learning Centers and the Gifted Student	Milam	IMC
1E	9:00-4:00 (Day 2 of 2 days)	Strategies for Helping Students Read in Content Areas	Manning	332
1J	9:00-4:00 (Day 2 of 2 days)	Creative Teaching Strategies	Taylor	324-26
1N	1:00-4:00 (Day 1 of 2 days)	Understanding Teacher-Student Relationships: Teacher Effectiveness	VanPelt	328
1O	9:00-12:00	High School Composition	Brunkan	420-22
1P	9:00-4:00 (Day 1 of 3 days)	Experiences in the Natural Setting	Calcari/Hunn	138
1Q	1:00-4:00	High School Composition	Airola	416
1R	9:00-12:00	Compentency Tests as a Graduation Requirement	Herring	436
1S	1:00-4:00	Competency Tests as a Graduation Requirement (Repeat)	Herring	436
1T	9:00-4:00 (Day 1 of 3 days)	The Houghton-Mifflin Reading Programs	Darebshori/ Flynn	428-30
1BB	9:00-4:00	Motivating Basic Math Facts: Addition & Subtraction	Leutzinger	402

THURSDAY, JUNE 8, 1978

1G	9:00-4:00	Strategies for Improving Reading Comprehension	Cutts	424-26
1L	9:00-4:00 (Day 1 of 2 days)	Helping Children Write	Wuertenberg	440
1M	1:00-4:00	Energy Conservation Activities	Philp	136
1N	1:00-4:00 (Day 2 of 2 days)	Understanding Teacher-Student Relationships: Teacher Effectiveness	VanPelt	328
1P	9:00-4:00 (Day 2 of 3 days)	Experiences in the Natural Setting	Calcari/ Hunn	138
1T	9:00-4:00 (Day 2 of 3 days)	The Houghton-Mifflin Reading Programs	Darebshori/ Flynn	428-30
1U	9:00-4:00 (Day 1 of 2 days)	How Learning Styles Affect Personal Growth	Gregorc	IMC
1V	1:00-4:00	Factors Influencing the Science Curriculum	Gerlovich	324-26
1W	9:00-4:00 (Day 1 of 2 days)	Copy-Cat Boutique — A Centers' Workshop	Platt/ Beatty	328-30
1CC	9:00-4:00	Motivating Basic Math Facts: Multiplication & Division	Leutzinger	402

FRIDAY, JUNE 9, 1978

1G	9:00-4:00	Strategies for Improving Reading Comprehension (Repeat)	Cutts	424-26
1L	9:00-4:00 (Day 2 of 2 days)	Helping Children Write	Wuertenberg	440
1P	9:00-4:00 (Day 3 of 3 days)	Experiences in the Natural Setting	Calcari/ Hunn	138
1T	9:00-4:00 (Day 3 of 3 days)	The Houghton-Mifflin Reading Programs	Darebshori/ Flynn	428-30
1U	9:00-4:00 (Day 2 of 2 days)	How Learning Styles Affect Personal Growth	Gregorc	IMC
1W	9:00-4:00 (Day 2 of 2 days)	Copy-Cat Boutique — A Centers' Workshop	Platt/ Beatty	328-30
1X	9:00-4:00	Elementary Physical Education and Outdoor Education	Kitchell	Gym
1Y	1:00-4:00	Individualizing in Intermediate Grades	Langston/ Coyne	412-14
1Z	9:00-4:00	Creative Dramatics/ Choral Speaking	O'Neill	440
1AA	9:00-4:00	Multi-Cultural Curriculum	Boyer	408-10
1DD	9:00-4:00	Cardboard Carpentry	Leutzinger	402

WEEK II

MONDAY, JUNE 12, 1978

CODE	TIME	TOPIC	PRESENTER	ROOM
	8:00-8:45	ORIENTATION		Cafeteria
2A	9:00-4:00 (Day 1 of 2 days)	Composition Strategies (7-9)	Lietz/ Meyer	420-22
2B	9:00-4:00	3M (Math, Magic, Multipli- and Money)	Meyerhoff	408-10
2C	9:00-4:00	School Climate Improvement: "A Challenge to the Educator"	Carnie	440
2D	9:00-4:00 (Day 1 of 5 days)	Reading Management for Classroom Teachers	Duggleby	436
2E	9:00-4:00	Arts in Education: A Cabbages and Kings Experience	Boynton	424-26
2F	9:00-4:00	Community Based Education	Onesty	326-28
2G	9:00-4:00	Gifted Strategies	Perkins	IMC
2H	1:00-4:00 (Day 1 of 2 days)	Education for All Handicapped Children: Activities to Make a Promise a Reality (K-6)	Gennari	412-14
2I	9:00-4:00 (Day 1 of 3 days)	Learning Centers and Motivational Techniques	Anderson/ Haugland	416-18

TUESDAY, JUNE 13, 1978

2A	9:00-4:00 (Day 2 of 2 days)	Composition Strategies (7-9)	Lietz/ Meyer	420-22
2D	9:00-4:00 (Day 2 of 5 days)	Reading Management for Classroom Teachers	Duggleby	436
2H	1:00-4:00 (Day 2 of 2 days)	Education for All Handicapped Children: Activities to Make a Promise a Reality (K-6)	Gennari	412-14
2I	9:00-4:00 (Day 2 of 3 days)	Learning Centers and Motivational Techniques	Anderson/ Haugland	416-18
2J	9:00-12:00	A Deck, A Die, and Dyn-O-Mite	Mohr	324-26
2K	9:00-4:00 (Day 1 of 2 days)	High School Composition	Handlen	410
2L	9:00-4:00 (Day 1 of 2 days)	Teacher Self-Improvement	Martin	IMC
2M	1:00-4:00	Elementary Physical Education	Blaesing	Gym
2N	1:00-4:00	Berkeley Health Program	Boyer/Nissen	440
2O	9:00-4:00	Gifted Strategies	Molnar	328-30

WEDNESDAY, JUNE 14, 1978

2D	9:00-4:00 (Day 3 of 5 days)	Reading Management for Classroom Teachers	Duggleby	436
2I	9:00-4:00 (Day 3 of 3 days)	Learning Centers and Motivational Techniques	Anderson/ Haugland	416-18
2K	9:00-4:00 (Day 2 of 2 days)	High School Composition	Handlen	410
2L	9:00-4:00 (Day 2 of 2 days)	Teacher Self-Improvement	Martin	IMC
2P	9:00-12:00	IDEAS for Math	Mohr	324-26
2Q	1:00-4:00 (Day 1 of 2 days)	Outdoor Education	Wester	138
2R	9:00-4:00	Gifted Strategies	Molinarolo	402-04
2S	9:00-12:00	Elementary Music	McGee	520
2T	9:00-4:00	Education for All Handicapped Children: Activities to Make a Promise a Reality (7-12)	Gennari	412-14

THURSDAY, JUNE 15, 1978

2D	9:00-4:00 (Day 4 of 5 days)	Reading Management for Classroom Teachers	Duggleby	436
2U	9:00-4:00 (Day 1 of 2 days)	Composition Workshop	Davis	408-10
2V	9:00-4:00	The Classroom Teacher and Special Education: Where Do They Meet?	Hofmann/ Hetzler	424-26
2W	9:00-4:00	Finding and Developing Gifted Traits in Students	Wellner	420-22
2X	9:00-4:00	Affective Education	Shaw	416-18
2Y	9:00-4:00	Developing Minimum Competencies in Math	Watson/ Ricklefs	440
2CC	9:00-4:00 (Day 1 of 2 days)	A Treasure Chest of Primary Learning Center Ideas	Kessler/ Kessler	IMC

FRIDAY, JUNE 16, 1978

2D	9:00-4:00 (Day 5 of 5 days)	Reading Management for Classroom Teachers	Duggleby	436
2Q	9:00-4:00 (Day 2 of 2 days)	Outdoor Education	Wester	138
2U	9:00-4:00 (Day 2 of 2 days)	Composition Workshop	Davis	408-10
2Z	9:00-4:00	Teacher Advisor System	Hubel	324-26
2AA	9:00-4:00	Energy Education	Haberer	136
2BB	9:00-4:00	Another Look at Composition in the Elementary Grades	Hanzelka	412-14
2CC	9:00-4:00 (Day 2 of 2 days)	A Treasure Chest of Primary Learning Center Ideas	Kessler/ Kessler	IMC
2DD	9:00-4:00	Higher Level Thinking Skills	Kaplan	420-22

WORKSHOP PROGRAM DESCRIPTIONS

WEEK II
JUNE 12-16

2A COMPOSITION STRATEGIES (7-9) — Darrell Lietz and Margaret Meyer, Assistant Director of Curriculum and Enrichment Services and Teacher, Davenport Community Schools, Davenport, Iowa. This session will emphasize specific classroom strategies for teaching composition at the junior high level. A variety of teaching strategies for teaching composition at the junior high level will be presented. Included will be many opportunities for developing and sharing teaching ideas which place an emphasis on the composing process. Hand-outs of teaching ideas will be provided each participant.

2B 3M [MATH, MAGIC, MULTIPLICATION AND MONEY] (K-6) — Don Meyerhoff, Mathematics Consultant, Mississippi Bend Area Education Agency, Bettendorf, Iowa. Class demonstrations concerning their useage and their purpose for the mathematics classroom. Multiplication Factor game will be explained and how it can be used to introduce division — prime numbers and composite numbers, money ideas — topics as an aid to reinforce the four basic operations.

2C SCHOOL CLIMATE IMPROVEMENT: "A CHALLENGE TO THE EDUCATOR" (K-12) — George Carnie, Superintendent of Schools, School District #11, Colorado Springs, Colorado. This workshop will focus on tested school and classroom techniques to improve school climate. Activities and concepts presented are proven to increase both staff and student productivity and satisfaction. A major portion of the workshop will be spent in interaction and application of ideas.

2D READING MANAGEMENT FOR THE CLASSROOM TEACHER (K-8) — Shirley Knoll Duggleby, Reading Coordinator, Davenport Community Schools, Davenport, Iowa. Are you a classroom teacher concerned about managing your reading program? Do you need some fresh ideas for reteaching reading skills? This workshop will address current issues in reading and give practical, classroom-tested strategies to assess and to plot student progress. There will be sessions on identifying effective worksheets, and on techniques to improve the language of instruction: how to SAY IT AGAIN, ANOTHER WAY.

2E ARTS IN EDUCATION: A CABBAGES AND KINGS EXPERIENCE (K-12) — Dave Boynton et. al., Teachers, Bettendorf Community Schools, Bettendorf, Iowa. This will be an activity-oriented session which will provide you with some experiences and ideas for adding life to whatever subject area you teach by expanding your teaching repertoire.

2F COMMUNITY BASED EDUCATION — Mark Onesty, Coordinator, "Community Based Education" course, Jefferson County Colorado School System, Lakewood, Colo. This presentation will focus on direct experiences with people and events in a broad spectrum of environments: urban, suburban, rural, wilderness. The course concept has spread to a majority of high schools in Jefferson County and has involved many professionals from the system. Mr. Onesty is prepared to present concepts related to the course idea including: proposal writing, district level budgets, student fund raising, board politics, administrative support, parent advisory groups, teacher training, transportation, equipment, student rules and behavior, learning activities — including academics and affective — planning and reporting styles, and applicability to lower grade levels.

2G GIFTED STRATEGIES (K-12) — Shirley Perkins, Gifted Education Consultant, Department of Public Instruction, Des Moines, Iowa. This session will explore creative thinking strategies especially as applied to creative writing and provide assistance in finding a variety of "contents" for gifted students to pursue.

2H EDUCATION FOR ALL HANDICAPPED CHILDREN: ACTIVITIES TO MAKE A PROMISE A REALITY (K-6) — Sue Gennari, I.E.P. Consultant, Black Hawk Area Special Education District, East Moline, Illinois. The workshop will assist teachers in answering the following questions: Who are the Handicapped? (Acquainting teachers with the problems of students who have handicaps); How did they come to be in my classroom? (The provisions of the Education for All Handicapped Children Act); Am I coming through . . . too loud but not clear enough? (Communication skills: the key to the Individual Education Program); What do I do until the consultant comes? (The IEP: A Design for Activity).

2I LEARNING CENTERS AND MOTIVATIONAL TECHNIQUES (1-5) — Carol Anderson and Carol Haugland, Elementary School Teachers, North Scott Community Schools, Eldridge, Iowa. Ideas for Learning Center activities in all curricular areas, establishing and maintaining Learning Centers, bulletin boards, and motivational techniques for the classroom will be represented. New ideas will be shared each session with time set aside for "Make-and-Take."

2J A DECK, A DIE, AND DYN-O-MITE (1-8) — Dean Mohr, Coordinator of Mathematics, Davenport School System, Davenport, Iowa. We will construct and actively play games involving decks of cards and number cubes. These games can be used in a regular classroom to reinforce whole number, fraction, decimal and percent skills as well as others.

2K HIGH SCHOOL COMPOSITION (10-12) — Tom Handlen, Chairman — Language Arts, West High School, Davenport, Iowa.

June 13 a.m. — Directed composition assignments take the worry out of grading close.

June 13 p.m. — Teachers who give boring assignments deserve to be bored in return — composition assignments with a low boredom coefficient.

June 14 a.m. — Research projects — more than a term paper.

June 14 p.m. — Creative writing and the literary magazines — outlets within the school.

2L TEACHER SELF-IMPROVEMENT (K-12) — Mike Martin, Associate Professor, University of Northern Colorado, Boulder, Colorado. The purpose of these sessions will be to identify and assist teachers and administrators as they seek to improve their teaching skills with young people in the classroom. Special attention will also be devoted to enhancing the teaching/learning climate in the school.

2M ELEMENTARY PHYSICAL EDUCATION (K-6) — Ted Blaesing, Teacher/Coordinator, Jefferson Elementary School, Muscatine, Iowa. A potpourri of practical ideas drawn from a variety of resources, to be used by the classroom teacher or the physical education specialist. Included in the discussion will be: equipment selection, striking skills, story plays, parachute folk dances, rainy day classroom experiments, running to Florida, and increasing your students' physical education knowledge. A number of handouts to be used by the elementary age student will be presented and discussed.

2N BERKELEY HEALTH PROGRAM (4-8) — Marvin Boyer and Jean Nissen, Superintendent and School Nurse, Northeast Community Schools, Goose Lake, Iowa. An overview of the School Health Curriculum project — Berkeley Model will be presented by having equipment and materials available where participants will be involved in different areas in small groups. They will be "doing" by viewing of films, making posters, tapes, slides, using models, dissecting, using microscopes and stethoscopes.

20 GIFTED STRATEGIES — Alex Molnar, University of Wisconsin, Milwaukee, Wisconsin. Program to be announced.

2P IDEAS FOR MATH (1-8) — Dean Mohr, Coordinator of Mathematics, Davenport School System, Davenport, Iowa. We will be assembling packets of activities, games, etc., from the IDEAS section of the **Arithmetic Teacher Magazine**. They will be put together by grade and by objective. Various games will also be played.

2Q OUTDOOR EDUCATION (June 14, K-6; June 16, K-12) — Chuck Wester, Outdoor Education Consultant, Mississippi Bend Area Education Agency, Bettendorf, Iowa.

June 14 — Outdoor Education Potpourri — Participants will have the opportunity to participate in a variety of outdoor education activities (i.e., casting animal tracks, hand-dripped candles, photography).

June 16 — Outdoor Cookery — A session involving participants in a variety of outdoor cooking projects that are easy to prepare, inexpensive to fund, and delicious to consume.

2R GIFTED STRATEGIES (K-8) — **Janet Molinarolo, Director of Gifted** Education, Harrisburg Community Unit #3, Harrisburg, Illinois. This workshop will be composed of three sessions: the first will introduce participants to the areas of giftedness and provide an introduction to a variety of approaches and strategies in gifted education. The second session will present guidelines for "turning kids on" by structuring an independent study approach to teaching gifted kids. The third session will focus on creating creativity — ways to develop creative thinking. This option will explain the various components of creativity and show how one can have creative field trips, creative dramatics, creative writing and just plain old creative thinking.

2S ELEMENTARY MUSIC (K-3) — Myrna McGee. Program to be announced.

2T — EDUCATION FOR ALL HANDICAPPED CHILDREN: ACTIVITIES TO MAKE A PROMISE A REALITY (7-12) — Sue Gennari, I.E.P. Consultant, Black Hawk Area Special Education District, East Moline, Illinois. The workshop will assist teachers in answering the following questions: Who are the Handicapped? (Acquainting teachers with the problems of students who have handicaps); How did they come to be in my classroom? (The provisions of the Education for All Handicapped Children Act); Am I coming through . . . too loud but not clear enough? (Communication skills: the key to the Individual Education Program); What do I do until the consultant comes? (The IEP: A Design for Activity).

2U COMPOSITION WORKSHOP (7-12) — Jim Davis, Language Arts Consultant, Grant Wood Area Education Agency, Cedar Rapids, Iowa. A writing workshop approach will be used in this two-day session. Participants will do some writing and sharing of that writing with each other. Effective methods of teaching composition will be presented and discussed.

2V CLASSROOM TEACHER AND SPECIAL EDUCATION: WHERE DO THEY MEET? (K-12) — Norma Hoffman and Karen Hetzler, Principal and Learning Disabilities Consultant, Cody Elementary School, Pleasant Valley, Iowa. A discussion of special education laws passed recently and how they are affecting educators and education in general. Discussion of various handicapping conditions and how the classroom teacher can recognize possible special education candidates. Strategies for referral procedures and mainstreaming will be presented as well as suggestions for providing appropriate input for staffings.

2W FINDING AND DEVELOPING GIFTED TRAITS IN STUDENTS (K-6) — Bess Wellner, Elementary Teacher, Davenport Community Schools, Davenport, Iowa. This workshop is designed to train teachers to recognize and develop multiple talents in all children. This training material includes ideas for developing the thinking processes through productive thinking, planning, communication, forecasting and decision-making. Talent activities are used to reinforce skills in all curriculum areas. This material can be used in the classroom and for developing giftedness. Participants should bring magazines and color books for pictures.

2X AFFECTIVE EDUCATION (K-12) — Don Shaw, Lakewood, Colorado. Program to be announced.

2Y DEVELOPING MINIMUM COMPETENCIES IN MATH (K-12) — John Watson and Don Ricklefs, Chairperson — Secondary Math and Assistant Superintendent — Curriculum, Muscatine Community Schools, Muscatine, Iowa. Background information as to what various states are doing with competency testing will be presented. A summary of the Iowa position will be made. The participants will be expected to write and share ideas on items to be tested, procedures for development, and influence upon the K-12 program. Muscatine's competency program of 50 problems, results, remedial programs, and implementation by the Board of Education will be explained.

2Z TEACHER/ADVISOR SYSTEM (K-12) — Keith Hubel, Director, Human Services, Southwest State University, Marshall, Minnesota. The Teacher/Advisor System matches students and teachers in an advisor/advisee relationship and is implemented differently by schools. The activities are usually grouped under four headings: human development, student planning, three-way conferences, and survival assistance. In this session, the presenter, author of two books on the T/A System, will develop as many advisor skills as time permits. In addition, he will share ideas on how the system is variously defined and implemented in over 1000 schools.

2AA ENERGY EDUCATION (K-12) — Kathy Haberer, Acting Energy Education Coordinator, Iowa Energy Policy Council, Des Moines, Iowa. An orientation and introduction to the Energy Conservation Activity. Packets for grades K-6 will be provided and appropriate grade level materials will be made available free to session participants. Posters and other visuals will highlight the packet of activities. Additional classroom resource material will be available for browsing at all levels.

2BB ANOTHER LOOK AT COMPOSITION IN THE ELEMENTARY GRADES (K-6) — Richard Hanzelka, Language Arts Consultant, Mississippi Bend Area Education Agency, Bettendorf, Iowa. Recent developments and basic skill approaches to writing will be discussed. Some writing will be done by participants.

2CC A TREASURE CHEST OF PRIMARY LEARNING CENTER IDEAS (K-3) — John Kessler and Margaret Kessler, Elementary Teachers, Davenport School System, Davenport, Iowa. The highlight of the session will be a tour through the use of slides of John's first grade classroom. The handout consists of patterns of favorite stations collected by Margaret during her nine years of using learning centers. Participants will have time to browse at the display of hundreds of primary stations in all subject areas and copy all the ideas they care to. Time will be devoted to constructing visual motivator characters for centers.

2DD HIGHER LEVEL THINKING SKILLS (K-12) — Sandra Kaplan, Consultant, Leadership Training Institute, Los Angeles, California. The emphasis of this presentation will be on the acquisition and development of specific teaching strategies using higher level thinking skills.

PERSONAL RECORD OF REGISTRATION

RESERVATION FORM

QUEST FOR QUALITY WORKSHOP

Name ..... School District .....

Address ..... Social Security No. .....

..... Telephone No. ..... ☐ M ☐ F

Check weeks you plan to attend: ..... June 6-9 ..... June 12-16

Please check sessions you will be attending; **only one session in each time frame is possible.**

JUNE 6-9

Tuesday A.M.	Wednesday A.M.	Thursday A.M.	Friday A.M.
.....1A	.....1A	.....1G	.....1G
.....1B	.....1D	.....1L	.....1L
.....1D	.....1E	.....1P	.....1P
.....1E	.....1J	.....1T	.....1T
.....1F	.....1O	.....1U	.....1U
.....1I	.....1P	.....1W	.....1W
.....1J	.....1R	.....1CC	.....1X
.....1K	.....1T		.....1Z
	.....1BB		.....1AA
			.....1DD
Tuesday P.M.	**Wednesday P.M.**	**Thursday P.M.**	**Friday P.M.**
.....1A	.....1A	.....1G	.....1G
.....1B	.....1C	.....1L	.....1L
.....1C	.....1D	.....1M	.....1P
.....1D	.....1E	.....1N	.....1T
.....1E	.....1J	.....1P	.....1U
.....1F	.....1N	.....1T	.....1W
.....1H	.....1P	.....1U	.....1X
.....1I	.....1Q	.....1V	.....1Y
.....1J	.....1S	.....1W	.....1Z
.....1K	.....1T	.....1CC	.....1AA
	.....1BB		.....1DD

JUNE 12-16

Monday A.M.	Tuesday A.M.	Wed A.M.	Thursday A.M.	Friday A.M.
.....2A	.....2A	.....2D	.....2D	.....2D
.....2B	.....2D	.....2I	.....2U	.....2U
.....2C	.....2I	.....2K	.....2V	.....2Z
.....2D	.....2J	.....2L	.....2W	.....2AA
.....2E	.....2K	.....2P	.....2X	.....2BB
.....2F	.....2L	.....2R	.....2Y	.....2CC
.....2G	.....2O	.....2S	.....2CC	.....2DD
.....2I		.....2T		
Monday P.M.	**Tuesday P.M.**	**Wed P.M.**	**Thursday P.M.**	**Friday P.M.**
.....2A	.....2A	.....2D	.....2D	.....2D
.....2B	.....2D	.....2I	.....2U	.....2U
.....2C	.....2H	.....2K	.....2V	.....2Q
.....2D	.....2I	.....2L	.....2W	.....2Z
.....2E	.....2K	.....2Q	.....2X	.....2AA
.....2F	.....2L	.....2R	.....2Y	.....2BB
.....2G	.....2M	.....2T	.....2CC	.....2CC
.....2H	.....2N			.....2DD
.....2I	.....2O			

Enclosed is check payable to Quad-Cities Graduate Study Center in the amount of $.....

Authorization to bill school district .....
Superintendent's Signature

Workshop Fee $40.00 per week. Cancellations will be honored with full refund if received on Friday of the week prior to the week for which the individual registered.

NOTE: This constitutes registration for the workshop, not for graduate credit. Please see elsewhere for additional information.

Please return registration form and workshop fee payable to QCGC as follows:

Davenport School teachers ..... Darrell Lietz
AEA except Davenport ..... Dick Hanzelka, Mississippi Bend AEA
Illinois teachers..... Bob Pierce, Quad-Cities Graduate Center

PLEASE MAKE A COPY FOR REFERENCE!

QUEST FOR QUALITY WORKSHOP

Guidelines for Academic Credit: Marycrest College

Eligibility

1. Undergraduate credit — restricted to second semester juniors and seniors (at least 74 semester hours completed)
2. Graduate credit — B.A. or B.S. degree completed.

Amount of Credit

Academic credit is available under EDUC 390 or 840 — INDEPENDENT STUDY. Students may earn up to a maximum of two semester hours of graduate or undergraduate credit during each week of the QUEST FOR QUALITY WORKSHOP. The amount of credit involves differing responsibilities and must generally conform to the following:

1. **One semester hour.** The student may earn a maximum of one semester hour per week for attending a minimum of 18 clock hours of presentation by workshop faculty, taking extensive notes at each session, formalizing these notes into usable form for later classroom use, and writing a brief, but cogent, critique of the ideas presented.

2. **Additional Academic Credit.** Students registering for an additional semester hour in a given week will be expected to complete the requirements for one semester hour outlined above and an approved project or research paper related to one of the workshop strands. Individual student projects or research topics must be approved in advance by one of the workshop advisers.

Tuition

Tuition is charged at the rate of $35.00 per credit hour. There is also a $10.00 matriculation fee for students who have not previously attended Marycrest College. These fees are in addition to the workshop fee of $40.00 per week.

Procedure

1. Students desiring academic credit must register at a special session on the first afternoon of each week of the workshop.

2. On the first day of each week of the workshop, advisers will be available all day to meet with students who have registered for academic credit. Broad guidelines for the learning contract will be established on this occasion. (Students will be expected to have selected the workshop theme they are following and to complete a tentative independent study plan in consultation with an adviser. Before the conclusion of the first week, students registered for more than one semester hour of credit will be expected to finalize a detailed independent study plan involving either a project or a research paper.)

3. Due Dates: All independent study projects are due **one month** from the last day of the workshop week attended.

WORKSHOP WEEKS	PROJECTS DUE
June 6-9	July 7
June 12-16	July 14

Workshop Evaluation Scale

developed by:
Earl McCallon,
Ph.D.

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Cover Graphics: Jan Babcock

Workshop name _____

Date _____

Your name _____

Title _____

Employer _____

Address _____

_____

INSTRUCTIONS

To determine whether or not the workshop met your needs and our objectives, we would like for you to give us your honest opinion on the design, presentation, and value of this workshop. **Please circle the number which best expresses your reaction to each of the items on the following page.** The last two pages provide space for your comments.

EVALUATION CRITERIA

1. The organization of the workshop was:	Excellent	7	6	5	4	3	2	1 Poor
2. The objectives of the workshop were:	Clearly Evident	7	6	5	4	3	2	1 Vague
3. The work of the consultant(s) was:	Excellent	7	6	5	4	3	2	1 Poor
4. The ideas and activities presented were:	Very Interesting	7	6	5	4	3	2	1 Dull
5. The scope (coverage) was:	Very Adequate	7	6	5	4	3	2	1 Inadequate
6. My attendance at this workshop should prove:	Very Beneficial	7	6	5	4	3	2	1 No Benefit
7. Overall, I consider this workshop:	Excellent	7	6	5	4	3	2	1 Poor

8. Do you feel a need for additional information about the topic? 1. Yes 2. No

OPTIONAL

The stronger features of the workshop were: _____

_____

_____

_____

The weaker features were: _____

_____

_____

_____

General Comments: _____

_____

_____

_____

_____

OPTIONAL

CONSULTANT NAME — EVALUATION

1. _____ excellent 7 6 5 4 3 2 1 poor

Comments _____

2. _____ excellent 7 6 5 4 3 2 1 poor

Comments _____

3. _____ excellent 7 6 5 4 3 2 1 poor

Comments _____

4. _____ excellent 7 6 5 4 3 2 1 poor

Comments _____

5. _____ excellent 7 6 5 4 3 2 1 poor

Comments _____

LEARNING CONCEPTS
2501 N LAMAR AUSTIN,TEXAS 78705 512/474-6911